

Music – One Voice

BY VICKY SUNDERLAND



The Vision

At Bradshaw Hall we pride ourselves on the wealth of musical opportunities available to every child across the whole school. We deeply value the many ways that music enhances children's lives and education, including developing greater coordination, concentration, creativity, teamwork skills, confidence and overall wellbeing, which all link to our school principles:

Confident Individuals, Successful Learners and Responsible Citizens

We have been awarded Music Mark status for the past several years in recognition of our dedication to high quality music making across school

How is learning across school sequenced?

EYFS

Early Years is where musical learning starts its journey at Bradshaw Hall

- **From Nursery**, children are beginning to keep the pulse, recreate rhythms, learn songs, name instruments, listen to music with understanding and use basic musical words and concepts
- **Learning is based on the Early Learning Goals** as set out in the new Statutory Framework for EYFS, whilst also providing an introductory stepping-stone to future musical learning at KS1 and beyond
- **Short, varied musical activities** are combined to create a unit of work, delivered during weekly music lessons

Example of how musical activities link to the seven areas of learning and development

From Section 1: The areas of learning and development

1.4 Prime areas of learning	Links to music lessons
<i>Communication and Language</i>	Singing and learning songs Playing instruments in different ways
<i>Physical development</i>	Moving to music Developing coordination when playing instruments
<i>Personal, social and emotional development</i>	Working as a team Responding to music Discussion of song lyrics
1.5 Four specific areas of support	
<i>Literacy</i>	Learning song lyrics Learning to read basic musical notation (musical literacy/reading symbols)
<i>Mathematics</i>	Songs to develop counting skills e.g. 5 round pumpkins
<i>Understanding the world</i>	Listening to music from different countries Learning songs about different events/for different purposes
<i>Expressive arts and design</i>	Using voices, instruments and movement to express themselves

Example units of work

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Getting to Know You	Performing Together: Christmas show	I Got Rhythm	High and Low	Nursery Rhyme Day/ Teddy Bears' Picnic	What's the Story?

How is learning across school sequenced?

KS1 (National Curriculum)

Pupils should be taught to:

- **use their voices** expressively and creatively by singing songs and speaking chants and rhymes
- **play tuned and untuned instruments** musically
- **listen with concentration** and understanding to a range of high-quality live and recorded music
- **experiment with, create, select and combine sounds** using the inter-related dimensions of music.

Bespoke schemes of work are designed by our Music Specialist, covering a wide range of skills

Example units of work

Y1	The Elements of Music: Sounds Interesting	Performing Together: Christmas show	What's the story? We're Going on a Bear Hunt	Pitch and Notation: Introducing boomwhackers	KS1 Musical	Bringing it all Together/ Music Around the World
Y2	The Elements of Music: Rhythm and Sequencing	Performing Together: Christmas show	What's the story? Treasure Island	Pitch and Notation: Introducing the Glockenspiel	KS1 Musical	Bringing it all Together/ Music Around the World

KS2 (National Curriculum)

Pupils should be taught to:

- **play and perform** in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- **improvise and compose music** for a range of purposes using the inter-related dimensions of music
- **listen with attention to detail** and recall sounds with increasing aural memory
- use and understand staff and other **musical notations**
- **appreciate and understand a wide range of high-quality live and recorded music** drawn from different traditions and from great composers and musicians
- develop an understanding of the **history of music.**

How is learning across school sequenced?

Example units of work

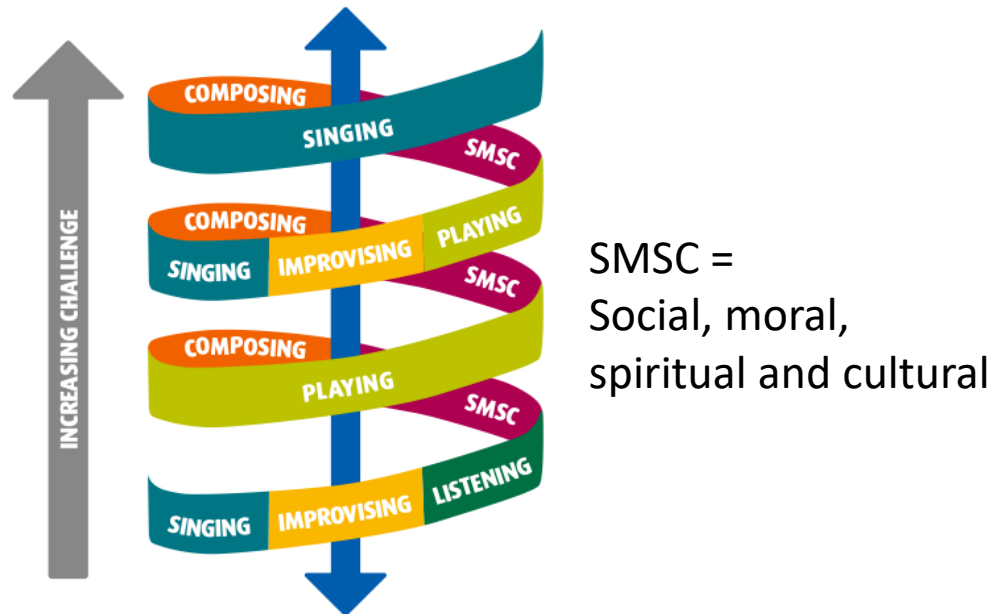
Y3	Performing Together: Autumn Celebration/ Remembrance	Pitch and Notation: Introducing the Recorder	The Elements of Music: Programme Music	Songwriting: Singing Games	Music Around the World: Pentatonic Scales	Bringing it all Together
Y4	Performing Together: Autumn Celebration/ Remembrance	Pitch and Notation: Introducing the Ukulele	The Elements of Music: Music and Mood	Songwriting: Safe school rap	Music Around the World	Bringing it all Together
Y5	Pitch and Notation: Introducing the Keyboard	Performing together: The Vikings	The Elements of Music: The Orchestra	Songwriting: 12 Bar Blues	Music Around the World: Rounds and Ostinatos	Bringing it all Together
Y6	Songwriting: Developing our skills	Songwriting: Composing a pop song	Bringing it all Together	Pitch and Notation: The Beatles	Music Around the World	Performing Together: End of year show

How are knowledge and skills built upon through the school?

- **Key skills developed from EYFS to Year 6:** pulse, rhythm, notation reading, singing, playing tuned and untuned instruments, composing, performing, listening, evaluating.
- **Bespoke schemes of work:** Units of work and activities designed to revisit and reinforce these skills year on year.
- **Vocabulary progression for each year group.**

Linking learning and remembering learning: Music as a 'spiral' curriculum

Example



Music learning at Bradshaw Hall follows the form of a spiral curriculum, as recommended by decades of music researchers, with skills being revisited year on year to consolidate and build on prior learning.

Example courtesy of Dr Alison Daubney (University of Sussex)
and Professor Martin Fautley (Birmingham City University)
from *ISM – The National Curriculum for Music*

How are knowledge and skills built upon through the school?

Additional opportunities in the form of extra-curricular clubs and peripatetic music lessons offered in school for those who wish to further develop their musical skills and confidence

Music groups

KS1 and KS2 Choir

Nasheed Choir

Recorder Group

KS1 Boomwhacker Club

KS1 and KS2 Christmas Band

KS2 Orchestra

Treble Makers (Y5 & 6 vocal group)

Peripatetic tuition

Singing

Piano

Flute

Clarinet

Brass (trumpet, cornet, trombone)

- Children learning instruments often work towards Associated Board or Trinity exam grades
- Higher level of performance skill expected e.g. Band playing in parts, Choir focusing on diction and breathing or learning harmony parts
- Notation reading taught
- Greater confidence in performance developed

Various concerts and performances take place across the year, both within school and at external venues such as Stockport Town Hall, local churches and John Lewis

KS1 Choir, KS2 Choir, Treble Makers and Band singing at Christmas



KS2 Band at St Andrew's Church



KS2 Choir at John Lewis

Measuring Progress

Music is assessed on a half-termly basis through a combination of teacher observation, recordings of performances, assessment tests, peer assessment, self evaluation and quizzes as appropriate

Self-evaluation

Year 6 Songwriting Evaluation

Give your group a mark out of 10 for each of the success criteria:

Success criteria	Mark out of 10
Catchy chorus	8
Good timing	10
Teamwork – all involved	10
Made effective use of all practice time	7
Confidence	4

What do you think was particularly good about your group's song?

I liked our rhyming and our chorus.

What do you think could have been improved about your group's song?

More people singing

Do you think you did your personal best on this project?

No, not really ☹️ I could have done better 😊 I did my best

Peer assessment

Peer Assessment Y3 Singing Games			
	Steady pulse	Know words well	Actions fit
1	✓	✓	✗
2	✓	✓	✓
3	✓	✗	✓
4	✓	✓	✗
5	✓	✓	✗
6	✗	✗	✗
7	✗	✗	✗
8	✗	✗	✗
9			
10			

Recording of composition performance



Self-assessment

1. Have you enjoyed the project on ukulele?

Not really

It was OK

It was great!

2. What could you play on the ukulele before the project?

Nothing

A few things, but I learnt some new things

I already knew everything we learnt

3. Tick the boxes to show how confident you feel about the things we have learnt:

	I'm not very confident	I'm OK	I'm very confident
The names of the strings			✓
Reading TAB	✓		
C chord			✓
Am chord			✓
F chord			
Changing between chords		✓	✓

Measuring Progress

Quiz-style summative assessment

Introduction to the Orchestra

1. Look at the pictures on the board. What are they?

(a) Flute (b) trumpet
 (c) cello (d) Bass drum/ Timpani/ Snare drum
 (e) French horn/ Trumpet/ Oboe (f) Cello/ Double Bass/ Violin

2. Which instrument can you hear?
 Circle/underline/tick the correct answer.

(a) Clarinet Flute Bassoon
 (b) Cello Violin Double bass
 (c) Glockenspiel Xylophone Piano

Write the correct answer

(d) flute (e) trumpet and tuba

3. Which family of the orchestra does each of these instruments come from?
Viola Oboe Cello Triangle ~~Timpani~~ Flute French horn

Write each instrument in the correct column in the table:

Brass	Strings	Woodwind	Percussion
French horn	Viola Cello	Oboe Flute Flute	Triangle Timpani

Well done! I hope you have enjoyed the project ☺

Class work task

Learning the notes C, D, E, F, G

use your right hand today

It is important to use your right hand, with finger 1 for C (thumb), 2 for D, 3 for E, 4 for F and 5 for G. Keep your hand in this position all the time.

Try these:

□

□

Extra challenge:

□

Quiz-style summative assessment

What do you know about the keyboard?
 Final lesson

1. Can you write the following note names on the blank keyboard below?

2. Can you name the 3 notes with arrows pointing to them:

3. Can you name these notes on the staff?

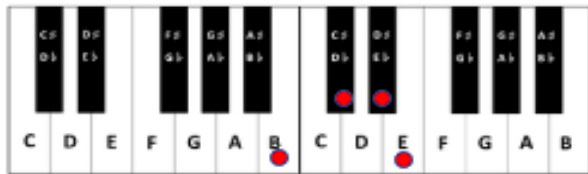
Excellent!
 (11)

Challenge and Differentiation

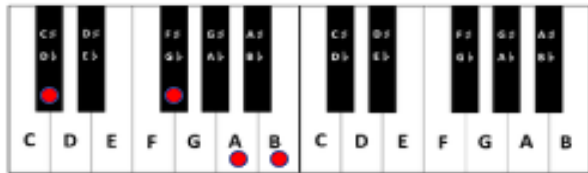
- **Step by step tasks** that start simply and end with 'extra challenges'
- **Clear verbal and written instructions:** Each lesson has a clear introduction and demonstration of the task from the teacher with instructions either reinforced on the whiteboard or in the form of a worksheet
- **Resources to support learning,** such as note guides for finding notes on the staff or lining up over the keyboard notes

Shape of You: Riff

STEP 1 C# E C# C# E C# C# E C# D# C# B

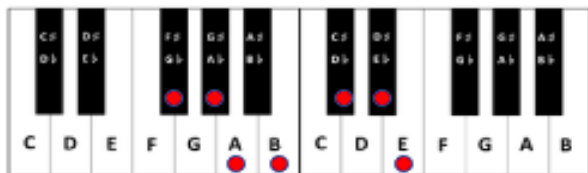


STEP 2 C# C# C# F# F# F# A A A B B B



STEP 3 One person (right person - high notes) plays STEP 1 while the other (left person - low notes) plays STEP 2.

STEP 4 C# E C# C# E C# C# E C# D# C# B
G# G# G# A A A A A A F# F# F#



STEP 5 1 person plays STEP 4 (right person - high notes) while the other plays STEP 2 (left person - low notes).

Names: _____

SHALOM

Create a 4-beat ostinato to accompany the song.

Choose **cat**, **monkey** or **rest** for each box of your rhythm.



Use any combination of the notes **D F A**.



Rhythm				
Notes				

Challenge and Differentiation

- **Google Drive** utilised to upload material that children have been working on in class so they can continue their learning at home should they wish e.g. sheet music, worksheets, song lyrics, backing tracks etc.
- **Opportunity to be a leader:** Children showing greater confidence in a singing activity may be asked to lead one half of the class e.g. singing a round
- **Groupings:** Depending on the activity, children may be placed in mixed groups/pairs or streamed e.g. keyboard, ukulele, orchestra
- **Children who already play instruments** may have the chance to use their own instrument in lessons, to support other children, to begin the task from a different starting point e.g. start at Step 3 and/or to perform a solo/small group role as part of a production e.g. singing pupils performed in the Autumn Celebration
- **Extra-curricular and peripatetic** opportunities offered

SEND & EAL

- **Simplified activities or further instructions** where necessary
- **Groupings:** Children may be paired with a more able child or placed in a mixed-ability group for support
- **Additional support** provided where necessary
- **Fully inclusive extra-curricular clubs**

However, often Music is the very subject that our SEND and EAL pupils can access on a par with their peers, or even excel at!

Working Walls

Key music vocabulary

MUSIC

Key Words

Texture
How many layers of sound

Thick
Thin

Timbre
The distinctive sound of an instrument/voice (e.g. croaky, twinkly)

Pitch
High/low sounds

Notation
Symbols used to represent music

Tempo
Speed (fast/slow)

Dynamics
Volume (loud/quiet)

Rhythm
The combination of long and short sounds and silence

Duration
Long/short sounds

Structure
The order of the music (e.g. verse - chorus)

Pulse
A steady beat

Timbre
Acoustic
Electric/Amplified
Electronic

Conductor
Composer

Woodwind
Strings
Brass
Percussion

Orchestra

Choir
Soprano
Alto
Tenor
Bass

Texture
Solo
Duet
Unison
Melody
Accompaniment
Harmony
Ostinato
Chord
Major key
Minor key

Style/Genre
Rock
Pop
Jazz
Film music
Classical

Music History Timeline
Western Classical Tradition

1000 1200 1400 1500 1600 1650 1700 1750 1800 1850 1900 1950 2000

Early Music
Renaissance
Baroque
Classical
Romantic
20th Century
Contemporary

Machaut
Dufay
Falla
Byrd
Vivaldi
J.S. Bach
Handel
Mozart
Haydn
Beethoven
Chopin
Tchaikovsky
Debussy
Stravinsky
Brahms
Sergei Prokofiev
Duke Ellington
Bernstein
Shostakovich

Paul McCartney
John Williams
Erollyn Wallen
Adele
Steve Reich

LISTENING

What can you hear?

Texture
Solo
Duet
Unison
Melody
Accompaniment
Harmony
Ostinato
Chord
Major key
Minor key

Style/Genre
Rock
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Jazz
Film music
Classical

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Erollyn Wallen
Adele
Steve Reich

Working Walls

Topic reminder and key objectives

WHAT ARE WE LEARNING?

EYFS

- I got rhythm**
Exploring rhythm and pulse

Year 1

- Bear Hunt**
Composing music to accompany a story

Year 2

- Taking Off 2**
Using boomwhackers and glockenspiels to explore pitch

Year 3

- Singing games**
Exploring and creating playground songs with actions

Year 4

- At the Movies**
Creating sound effects to accompany film clips

Year 5

- The Orchestra**
Learning about instruments of the orchestra and creating our own music

Year 6

- The Orchestra**
Learning about instruments of the orchestra and creating our own music

7SW

- Singing games**
Exploring and creating playground songs with actions

CLASS OF THE WEEK

Year 2
AB

MUSICIAN OF THE TERM

OLIVER SPENCER

Notational aids

PITCH

On a line = it's the rhyme:
Every
Good
Band
Deserves
Fame

E G B D F

In a space = spells out FACE

F A C E

RHYTHM

- Quarter Monkey
N = 1
= 1 beat
- Half Cow
N = 2
= 2 beats
- Quarter Ox
N = 1
= 1 beat
- Triplet Strawberry
3
3 x 1/3 beats in the space of 1
= 1 beat
- Quarter Ant
N = 1
= 1 beat
- Half Squares Antelope
N = 2
= 2 beats
- 2 quarters = 1 square
Half Lion
N = 2
= 1 beat
- Half Cow
N = 2
= 2 beats
- 3 quarters = 2 squares
Elephant
N = 3
= 1 beat

RECORDER FINGERING CHART

Guitar Chords

NAME	FORM	KEYS	ALL NOTES	ALL STRINGS
C		C, F, G, C	C, E, G	XX0333
D		D, G, A, D	D, F#, A	X02321
E		E, B, C#, G#	E, G#, B	XX1111
F		F, C, D, F	F, A, C	XX3321
G		G, D, F, G	G, B, D	X32033
A		A, E, F#, A	A, C#, E	X02023
B		B, F#, G#, B	B, D#, F#	XX1231
C#		C#, G#, A, C#	C#, E, G#	XX0333
D#		D#, A, B, D#	D#, F#, A	X02321
E#		E#, B, C#, E#	E#, G#, B	XX1111
F#		F#, C#, D, F#	F#, A, C	XX3321
G#		G#, D, F#, G#	G#, B, D	X32033
A#		A#, E, F#, A#	A#, C#, E	X02023
B#		B#, F#, G#, B#	B#, D#, F#	XX1231

Keyboard note names

C	D	E	F	G	A	B	C	D	E	F	G	A	B
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Monitoring

- **Pupil voice** through end of unit/end of year questionnaires
- **Peripatetic staff** observations
- **Teacher evaluation of each scheme of work** at the end of each half-term to identify any particular successes of the scheme or targets for improvement
- **Schemes of work adapted or replaced** as required based on children's feedback and learning outcomes
- **Enjoyment and achievement evident** through concerts and performances

Strengths

- **Bespoke schemes of work** tailored to children's individual abilities and needs, continually adapted to ensure the highest quality provision
- **Specialist Music teacher** throughout school ensures:
 - a high level of subject knowledge and expectation
 - a clear sense of progression
 - in-depth knowledge of the children's skills and prior learning
 - consistency across all year groups and classes
- **Wealth of musical opportunities** available to all children inclusively in class lessons and beyond, with most of it being free to access
- **Large number of children engaged in extra-curricular activities and peripatetic tuition** shows evident enjoyment of the subject. In the past, KS2 children who are keen musicians have taken part in up to 5 hours of music activities per week, including their class lessons, all provided at Bradshaw Hall.

Bradshaw Hall Legacy

Thanks to the head start they get at Bradshaw Hall, many of our pupils go on to further develop their musical skills by:

- learning instruments at high school
- playing in bands and singing in choirs
- performing lead roles in concerts and musicals
- studying Music at GCSE/A level

Some past students have even:

- gained Music scholarships to Cheadle Hulme School
- been accepted to Chetham's School of Music
- joined the Halle Children's Choir

"Thank you so much. I have to say that my singing wouldn't be where it is today if it wasn't for everyone at Bradshaw Hall...so I am very grateful." Ex-pupil from 6 years ago